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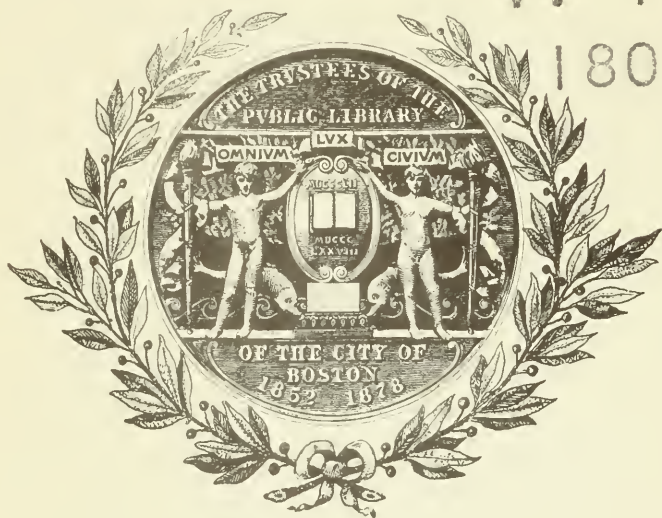


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SCHOOL REPORT

FOR THE YEAR ENDING FEBRUARY 1, 1848.

THE School Committee of Charlestown, in compliance with the Statutes of the Commonwealth, herewith present their Annual Report of the Public Schools of Charlestown.

The Annual Reports of the "Trustees of Charlestown Free Schools," have usually been made up to the first of April, and printed and distributed immediately after that date; but the change which has taken place in the Municipal relations of Charlestown, during the past year, makes it necessary for the School Committee to present their Report earlier than has been the practice in former years: — consequently, the present Report must be understood to cover only a period of ten months.

We presume the present act of the Committee will be justified, and that hereafter, the Annual Reports of the Schools will be made up to the period of the year at which this Report is closed; especially, as it does not conflict with the Statute of the Commonwealth, and as the old Committee will continue in office long enough each year, to enable them to make the annual return required by law, to entitle the City to its portion of the School Fund, from the Treasury of the Commonwealth.

The School Committee, as has been customary for a long series of years, made up their estimate of the

pecuniary wants of the Schools for the current School year, and instead of submitting their estimate to the citizens, as has been the practice of the "Board of Trustees" of the Public Schools, it was presented to the City Government, to whom the citizens have delegated the power of administering "the fiscal, prudential and municipal affairs" of the City. This estimate embraced the sums required for the salary of the Teachers, for the Fuel, Stoves, sweeping School Houses, and other contingent expenses of the Schools, — also, for sundry small repairs of buildings, and for instruction in Music in the Grammar Schools; — amounting, in the whole, to seventeen thousand dollars.

The Committee also asked the sum of seventeen hundred and twenty-five dollars, for purchasing land and erecting a new Primary School House above the Canal Bridge, — for finishing the second story of the Primary School House at the corner of Bartlett and Sullivan Streets, and for furnishing the above School Rooms.

Of the above sums, \$17,000 was appropriated, "subject to the order of the School Committee," to be disbursed by them for the current expenses of the Schools for the municipal year.

This sum has been expended as follows, viz:—

For salaries of the Teachers,	\$14,086.73
“ the contingent expenses, &c., as stated above,	2,750.92
Total,	\$16,837.65

Leaving the sum of \$162.35 of the appropriation made for the support of Schools, unexpended.

The above amount covers the School expenses for one year to the 1st of March, 1848, as it includes all the disbursements which have been made by the Committee, since the last Town Statement was published, and which was made up to the 1st of March, 1847.

The balance, \$1,725.00, it was decided by the City Council, would be more appropriately disbursed by them; to whom is delegated "the care and superintendence of the City Buildings."

They authorized the Joint Committee on Public Instruction, from the two branches of the City Council, to carry out these objects; — consequently, the School Committee have been relieved from the care and responsibility of what has heretofore been considered an appropriate part of their duties.

The following table exhibits a statistical view of our schools on the 31st of January, 1848.

No.	No of teachers & Assistants.	Salaries.	Scholars.	Average attendance.	Average absence.
Primary Schools 23	23	4,616.04	1,521	1,164	357
Grammar do. 4	22	9,471.69	1,283	1,021	262

The number of children in this City between the ages of 4 and 16 years, is 3,500.

The members of the School Committee have made 507 visits to the Primary Schools, and 337 to the Grammar Schools, during the past ten months.

PRIMARY SCHOOLS.

The upper room of the Primary school house erected in 1846, on the corner of Bartlett and Sullivan streets, has been finished and is now occupied. The school was organized and placed under the

charge of Miss Mary J. Underwood, on the 1st of November last. The Primary school house which was located in rear of the City Hall, has been removed to a central location above the Canal bridge, and is occupied by a school formed from a part of Primary No. 1, on the 1st of November last; and is under the charge of Miss Sarah J. Bradbury. In May last, Miss M. Peabody resigned the charge of Primary No. 16, and Miss Abby E. Hinckley was appointed to her place. In August last, Miss S. E. Clark resigned the charge of Primary No. 15, and Miss C. A. Goodridge, of No. 21. Miss S. Eliza F. Watson has the charge of No. 15, and Miss Emeline Brown, 2d Assistant in the Grammar department of the Warren school, has been appointed to No. 21.

On the 1st of November, Miss E. W. Butts was appointed teacher of Primary school No. 17, in place of Miss S. J. Bradbury, transferred to Primary No. 23; and Miss S. E. Sanborn was appointed teacher of Primary No. 19, in place of Miss M. E. Sanborn, resigned. In the same month, Miss Martha A. Chandler was transferred from No. 4 Primary, to the position of Assistant in the upper division of the Bunker Hill school, and Miss M. H. Rice, has the care of Primary No. 4. Miss E. D. Pratt, having resigned the charge of Primary No. 5, this school is now in the care of Miss M. H. Farnsworth. Miss Mary J. Chandler was also, in November, transferred from Primary No. 8, to the position of 1st assistant in the writing department of the Warren school, and Miss E. A. Thorndike was appointed to fill her place.

The following table gives a view of the number, attendance, &c., in our Primary Schools, at the last

examination, which closed on the 31st of January, 1848.

No.	Teachers' names.	Location of schools.	Whole number.	Average attendance.	Present examination.	Sub-Committee for 1847-8.
1	Caroline Phipps, . .	Near B. Hill School House.	52	44	40	Jos. F. Tufts.
2	M. B. Skilton. . .	Mead street.	59	41	54	Jos. F. Tufts.
3	E. M. Sweetser, . .	Rear 187 Main street.	60	41	33	H. K. Frothingham.
4	M. H. Rice, . . .	Warren School House.	66	49	46	J. W. Bemis.
5	M. H. Farnsworth, .	Elm street.	65	57	57	E. Thorndike.
6	F. A. Sawyer, . . .	" "	77	59	68	N. Y. Culbertson.
7	S. L. Sawyer, . . .	Rear 162 Main street.	82	58	69	E. Thorndike.
8	A. E. Thorndike, . .	Corner Cross and Bar'lett streets.	75	67	69	N. Y. Culbertson.
9	S. F. Brown, . . .	" " "	77	68	74	John Sanborn.
10	Elizabeth Emes, . .	Common street,	66	50	55	G. A. Parker.
11	J. S. Putnam, . . .	" "	97	78	83	James Adams.
12	J. M. Burckes, . . .	Bow street.	66	52	52	George Farrar.
13	M. E. Lincoln, . . .	" "	72	48	64	S. J. Thomas.
14	S. E. Smith, . . .	" "	68	50	60	S. J. Thomas.
15	S. E. F. Watson, . .	" "	59	43	46	George Farrar.
16	A. E. Hinckley, . .	Common street.	82	55	64	G. A. Parker.
17	E. W. Butts, . . .	Bunker Hill street, at Point.	84	62	69	John Sanborn.
18	C. Brockett, . . .	" " "	70	59	55	J. Miskelly.
19	S. E. Sanborn, . . .	Moulton street.	57	43	47	J. Miskelly.
20	M. A. C. Bodge, . .	Winthrop street.	69	53	33	James Adams.
21	Emeline Brown, . .	Corner Sullivan and Bartlett sts.	45	39	37	J. W. Bemis.
22	M. J. Underwood, .	" " "	40	24	28	H. K. Frothingham.
23	S. J. Bradbury, . . .	Corner Kingston st. and Medford road.	33	24	30	H. K. Frothingham.

The salary of the Primary School Teachers is \$210, each, per annum.

The course of study in the Primary Schools, which now, as a general rule, is pursued by children from four to eight years of age, is one of no little importance to their future success and attainments.

The Teachers of these Schools should well understand the elements of the English language, and possess a thorough knowledge of the vowel and consonant sounds and their combinations, and a tact in imparting such knowledge to their pupils. They should be good readers, that they may be able to teach those under their charge, to read naturally, intelligibly, and with the proper intonations of voice; that they may enter into the meaning and spirit of what they are reading. Much oral information can also be communicated to the children upon common,

though important matters. In some of our Primary Schools, this method of instruction is pursued with much tact, and awakens in the children a lively interest in the subjects presented to their minds.

The bodily movements and manual exercises, as well as the daily practice of singing resorted to by most of our Primary Teachers, as a relaxation from the too rigorous confinement of the School Room, are aids, rather than hindrances to good order in School, and their happy influences combine to make the School Room a pleasant resort to the young.

This Primary Schools are generally in a flourishing condition, and, with very few exceptions, under the charge of skilful and devoted Teachers, who labor assiduously and faithfully, to promote the best interests of those intrusted to their care and instruction. With Teachers who have an "aptness to teach," and minds devoted to the responsible calling which they have chosen, our Primary Schools cannot remain stationary; and as the character and usefulness of these Schools are advanced, in like proportion will their influence be felt upon our higher Schools.

VACATIONS, EXAMINATIONS, AND PROMOTIONS TO GRAMMAR SCHOOLS.

The Committee have thought it advisable, that the vacations of our Grammar and Primary Schools should be permanently established; therefore, they have arranged them as follows, viz: — Fast day; — the first day of May; — from the last Wednesday in May to the first Wednesday in June, both inclusive; — the seventeenth day of June; — fourth day of July; — the three weeks preceding the first Wednesday in September; — Thanksgiving day and the two following, and Christmas day. When either of the single days

named above as a vacation shall occur on Sunday, the vacation will take place on the next following day.

The semi-annual examinations of all the Schools will take place during the fifteen days next preceding the August vacation, and during the last twenty days of January, in each year,—and the exhibitions in the Grammar Schools shall be held during the last fifteen days of January, in each year.

In consequence of the great interruptions to which three of our Grammar Schools have been subjected during the past term, and from the want of suitable rooms and conveniences, the Committee have thought it best to omit the public exhibition which has usually taken place in these Schools after their examinations in the Spring ;— the usual examination of them by the Committee, however, has been as thoroughly made as in former years.

With a view of securing a more uniform practice in promoting the children from the Primary to the Grammar Schools, the School Committee have adopted the rule, that all such promotions shall be made on the first day of February, and the first Wednesday of September, in each year. This arrangement will enable the Teachers of both Primary and Grammar Schools, to make up their classes for the semi-annual terms of our Schools, at one and the same time, — thereby preventing the interruption and embarrassments which formerly attended the practice of admitting scholars to the upper Schools, for the first two or three weeks of each term.

INTERMEDIATE SCHOOL.

The Board have had under consideration for several months past, the subject of establishing one or

more Intermediate Schools in some central location in the City, to supply the wants of a class of pupils who are always to be met with in all populous places. This is a class of scholars who are too old to be continued in the Primary Schools, without wounding their ambition or self-esteem, or interfering with the arrangements and methods of discipline and instruction pursued in these Schools.

There will be found in many of our Primary Schools, children who have not reached those attainments and habits of study, either from irregular attendance in these Schools, or a want of opportunity to attend any School, which is requisite to qualify them to enter the classes in the Grammar Schools composed of children of a corresponding age, or even the classes younger than they. It would promote the interests of both the Primary and Grammar Schools, if a School of this kind were established for this class of scholars ; — they appear to be out of place in a Primary School, and they are a dead weight, when hung upon any class in the Grammar Schools.

GRAMMAR SCHOOLS.

WARREN SCHOOL.

FOR CHILDREN OF BOTH SEXES, BUT OCCUPYING SEPARATE ROOMS.

In August last, Miss Emeline Brown, second Assistant Teacher in the Grammar department of this School, was appointed Teacher of Primary School No. 21, and Miss Augusta M. Hayes was appointed to fill her place ; and in November following, Miss S. G. Hay, first Assistant in the Writing department, having received an appointment in one of the Gram-

mar Schools in Boston, was succeeded by Miss Mary J. Chandler. These are the only changes which have occurred in this School during the past year.

“There has been evident improvement in this School during the past year,” and it “seems to have been the object with the Teachers, to be thorough with their pupils.” “There are *many* of them that seem to be well grounded in the studies they have gone over,” and possess an intelligent view of the subjects they have been pursuing. “That there are exceptions, however, to this,” may be clearly seen, but “these are found in almost every instance, among those children who are irregular in their attendance” at School.

Both departments of this School appear to be making successful progress, and the Teachers, to be devoted and faithful in their endeavors to advance the interests of the School.

WINTHROP SCHOOL.

FOR BOYS ONLY.

The change of Teachers in the Grammar department of this School, during the past year, has been very frequent. In May last, Mr. Aaron Walker, Jr., Principal of this department, retired from the School, and Mr. Winslow Battles was appointed to fill the vacancy. In September last, Mr. Battles was elected sub-Master in the Mayhew School in Boston; — he was succeeded by Mr. William C. Bradlee, who is now the Principal of this department of the School. In October last, Miss E. D. Moulton, having received an appointment as Assistant in the Mayhew School in Boston, resigned her place as second Assistant in

this school, and her place was filled by the appointment of Miss Anna M. Bradley. In November, Miss M. L. Rowland was also appointed as an Assistant in one of the Boston Schools, and her position as first Assistant is now filled by Miss Rebecca T. Ames.

In the Writing department, there has been no change of Teachers for the past year.

In the first division of the School, under Messrs. Bradlee and Baxter, there has been "decided improvement in the reading and other studies" in the Grammar department; and the proficiency of the scholars in Arithmetic and Algebra, together with the specimens of penmanship which were exhibited, were highly creditable to them, and also to the ability and fidelity of their Teacher. "The Assistant Teachers are faithful," and under the circumstances in which the School has been placed for several months, as successful as we could have a right to expect.

Many of the obstacles to the entire success of their labors will be removed, when the scholars are transferred from their present inconvenient and badly ventilated rooms, (the only ones which could be obtained for temporary use,) to the new School House now in progress of erection.

HARVARD SCHOOL.

EXCLUSIVELY FOR GIRLS.

There has been but one change of Teachers in this School the past year. Miss H. L. S. Teel, in May last, resigned her office of first Assistant Teacher in the Writing department, and Miss Frances Holland was appointed to fill the vacancy.

Taking all the interruptions and "inconveniences into the account," under which this School has been

placed for several months past, the expectations of the Committee would be thought unreasonable, if they were not "satisfied with the progress made by the scholars." The Teachers appear assiduous and faithful in their endeavors to promote the interests of the School, and with the disadvantages under which the pupils have labored, they give evidence of unremitted devotion and industry, which is creditable to themselves and those under whose charge they are placed.

BUNKER HILL SCHOOL.

FOR BOTH SEXES, WHO MEET IN THE SAME ROOM IN
EACH DEPARTMENT.

This School has experienced several changes during the last year. In October last, Miss Mary A. Lewis resigned her situation, having been appointed an Assistant in one of the Grammar Schools in Boston, — Miss M. A. Stover was appointed second Assistant to fill her place. On the 29th day of November last, this School was organized by forming it into two divisions — a Senior and Junior division; the first occupying the upper room (recently finished) in the Building, and under the charge of Mr. B. F. Tweed, as Principal, with Miss Martha A. Chandler, from Primary School No. 4, as Assistant; — the second division, under the charge of Miss L. Foster, assisted by Miss M. A. Stover, occupies the lower room. In January last, Miss Foster resigned her situation, in consequence of having received an appointment as Principal of one of the Public Schools in Medford; — she was succeeded by Miss Lydia A. Hanson, who is now in charge of this division of the School.

The "Teachers in this School are all devoted to their work, and with general success." The upper division of the School, under the charge of Mr. Tweed, assisted by Miss Chandler, "exhibits evidences of a judicious and thorough training, and both Teachers and Scholars are deserving great credit." The appearance and attainments of the Junior division were creditable to the Teachers and Pupils, and gave evidence of the fidelity and devotion of the Teachers in this division, to the trust committed to them.

Instruction in Music has been given twice each week, in our Grammar Schools, for about five months, by Mr. John E. Gould, a skilful and efficient Teacher; and the sub-Committees have been present on some of these occasions, to witness the exercises of the pupils in this delightful art. We cannot withhold our united approbation of the practice of this science by the children in these Schools. "It exerts a wholesome influence upon the spirits of the Scholars, and the discipline" of the Schools, and we "have so much confidence in its beneficial results," both mentally and physically, that we strongly urge its continuance in our Schools, upon the attention of those who may hereafter have the care and responsibility of managing them.

The practice of map drawing, either on the black-board, slates or paper, in connection with the study of geography, is highly important and useful; as the eye will do much by this means, in fixing upon the mind, the location and boundaries of countries, States and towns — the course of rivers, &c. &c. These and other means which by the eye carry knowledge to the mind, should be found among the arrangements of every well regulated school, as they

tend to awaken early in life, a careful observation of objects which address the eye and mind, and create a spirit of self-culture, which will prove available in securing knowledge from reading and experience, after school education shall have been finished.

At the last examination, the number of children in the four Grammar Schools, was as follows, viz. :

In the Warren School,	349
“ “ Winthrop, “	359
“ “ Harvard, “	340
“ “ Bunker Hill, “	235
Total, -	1,283.

During the past year, the average daily absence in the Grammar Schools has been as follows, viz. :

Schools.	Whole number during the year.	Whole number at the close of the year.	Average daily attendance.	Per centage of Absences for 1847-8.	Per centage of Absences for 1846-7.
Warren,	592	349	294	20	20 $\frac{5}{100}$
Winthrop,	468	359	289	17 $\frac{50}{100}$	18 $\frac{50}{100}$
Harvard,	448	340	264	17 $\frac{50}{100}$	18
Bunker Hill,	315	235	174	18 $\frac{50}{100}$	19 $\frac{50}{100}$

It is gratifying to find, that in all these schools, there has been *some* improvement in the attendance, since the last school report was made up. Yet, we do not think that parents ought to feel fully satisfied that all has been done that is practicable, to remedy this — one of the greatest of inflictions upon the prosperity of our schools, and their usefulness to those for whose especial benefit they are sustained.

If a young man were placed under the charge of a competent person, to be taught some mechanical art or trade, or qualified as a ready and skilful accountant, and he should be found wasting one fifth of the time which ought to be devoted to gaining a

knowledge of his trade or art, in the pursuit of frivolous objects, or in absenting himself for unimportant engagements or amusements, or in any manner wasting his time, all would conclude at once, that he would never become very proficient in the employment for which he had undertaken to qualify himself; nor would the parent of such a young man be very likely to feel satisfied with such a state of things, or with the teacher or master who would allow them to exist.

If some trifling errand or visit, or some momentary pleasure or recreation, which could, without inconvenience, be attended to at another time, is often allowed to interfere with the school obligations of children, is it to be wondered, that these will be considered by them, as of paramount importance to the claims of school upon their attention and interest? — and is it not often the case, that the ability and devotion of teachers are called in question, for a want of interest and progress in their scholars, when the principal cause of their sluggish indifference may be traced to their frequent absence from school, and a lack of proper influence at home?

Such a state of things is also a fruitful source of truancy — a pernicious and demoralizing habit; and we cannot but appeal to parents, to make this a subject of individual interest, not only for the moral and intellectual well-being of their children, but for their own happiness and peace.

In this connection, the committee make the following quotation from the report of the Board of Trustees for the year ending April, 1841; as the subjects to which it refers, are of no less importance now to the welfare of our schools, than at the time that report was made.

“The Board again advert to the great coöperation PARENTS can render in promoting the efficiency of our schools. Let them be arrayed against the teacher, and but little hope can be entertained of progress; let them act with him, and it is a great step toward it. Many are the ways in which this co-operation can be rendered. Parents can prevent absences; they can enjoin confidence on the part of the scholars towards the teacher; they can encourage pupils in their lessons; they can promote a love of school duties; they can insist for their children upon the principle of entire obedience to the rules of the school; they can visit the school rooms. And they can, at least, practise the negative duty of refraining from the injustice of judging the teacher on the sole testimony of their children. The Board have encountered many cases of the latter description. Violation of well-known rules of the school subjects a scholar to discipline — to corporal punishment, or to checks, or to the loss of place in the class. The corrected and disappointed child becomes a swift witness, and finds in the parent a willing ear. On this partial testimony the parent forthwith condemns the teacher, and this too in severe, round-about language — language which the excited child takes care shall lose none of its severity by repetition. It is retailed among playmates and goes through the school. This, it may be thought, would be bad enough. But this is by no means all. The parent, in a temporary fit of excitement, sometimes rushes to the school room, and in the presence of the school, abuses the teacher in words that would do no discredit to a Persian Satrap lashing his subordinates. What possible effect can both these methods of reform produce than to weaken the moral author-

ity of the teachers, to lay a foundation for a renewal of the scholar's punishment, to injure permanently the school ; in fine, to produce unmitigated evil ? Besides : there is no necessity for this. The Board have made it a rule to investigate promptly, fully, every case of complaint. They have no modest reserve in their intercourse with the teachers. In this matter frankness is kindness. If complaints are abroad, a teacher should know them, in all their length and breadth ; if unreasonable, the sooner they are contradicted the better — if well-founded, reform should be applied at once. The Board, then, earnestly recommend to parents the practice of suspending their judgment in relation to cases of discipline, to be chary of their words of displeasure, and to apply directly to one of its members when they feel aggrieved — confident, as they are, that such a course would be of great advantage to our schools."

GRAMMAR SCHOOLS. TEACHERS AND SALARIES.

WARREN SCHOOL.	WINTHROP SCHOOL.	HARVARD SCHOOL.	BUNKER HILL SCHOOL.
<i>Grammar Department.</i>	<i>Grammar Department</i>	<i>Grammar Department.</i>	<i>Grammar and Writing Department.</i>
Calvin S. Pennell, . . . \$848 08	Aaron Walker, Jr. \$225 00	Paul H. Sweetser, . . . \$900 00	Benjamin F. Tweed, . . . \$900 00
Frances H. Clark, . . . 225 00	Winslow Battles, . . . 324 66	Martha J. Whiting, . . . 225 00	Lucretia Foster, . . . 206 97
Emeline Brown, . . . \$105	Wm. C. Bradley, . . . 360 00	Rebecca Drake, . . . 210 00	Lydia A. Hanson, . . . 216 35
A. M. Hayes, . . . 105	Mary L. Rowland, . . . 168 75	<i>Writing Department.</i>	Mary A. Lewis, . . . 133 13
M. J. Underwood, . . . 25 00	Rebecca T. Ames, . . . 48 75	Robert Swan, . . . 900 00	Mary A. Stover, . . . 168 00
<i>Writing Department.</i>	Elizabeth D. Moulton 141 34	Harriet L. S. Teel, . . . 56 25	Martha A. Chandler, . . . 301 13
Joseph T. Swan, . . . 900 00	A. M. Bradley, . . . 70 00	Frances Holland, . . . 168 75	John E. Gould, Teacher of Music in
Sarah G. Hay, . . . \$168 75	Stacy Baxter, . . . 900 00	Maria L. Thompson, . . . 210 00	the four Grammar Schools.
Mary J. Chandler, . . . 56 25	Julia E. Huckleby, . . . 225 00	Anna E. Moulton, . . . 14 13	
Sarah T. Chandler, . . . 210 00	Evelina A. Flint, . . . 210 00		
	\$2,643 08		\$2,684 13
	\$2,673 50		

NUMBER OF PUPILS, ATTENDANCE, STUDIES, &c.

SCHOOLS.	No. of Pupils,	Average Attendance.	Reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	Composition.	Declamation.	History.	Natural Philosophy.	Chemistry.	Astronomy.	Algebra.	Geometry.	Book Keeping.	Map and other Drawing.	Volumes in the Library.
Warren,	349	294	349	349	349	349	126	349	81		30	4		1	2	1		50	400
Winthrop,	359	289	313	359	359	359	186	291			55		5		17	3	38		531
Harvard,	340	264	246	340	340	340	218	340	88		27	55		11	72	4		88	521
Bunker Hill,	235	174	166	235	235	235	118	235	21	18	22	22			6	11		72	432

SUB-COMMITTEES.

<i>Warren School.</i>	<i>Harvard School.</i>	<i>Bunker Hill School.</i>
J. W. Bemis,	James Adams,	Joseph F. Tufts,
John Sanborn,	Geo. A. Parker,	H. K. Frothingham.
N. Y. Culbertson.	James Miskelly.	

The Grammar Schools in Charlestown, do now, and have for many years, ranked high in the estimation of our citizens, as well as in the estimation of the Board of Trustees of our Schools. The Report of the Trustees for April, 1839, (our Hon. Mayor then being President of the Board,) says, in speaking of these Schools, "They have generally been termed Grammar Schools, but they would be better denoted by the name of Upper or High Schools, as in them, all the high branches of English study are taught to the first classes." These Schools are now no less deserving this high commendation, than they were at that period, and as an evidence that the pupils who have attended them, have not been confined to the "elementary and a few other branches of English study," as has been stated, we have only to refer to the statistical tables of these Schools for the past *eight* years; where we find, that in addition to "Reading, Spelling, Writing, Arithmetic, Grammar and Geography," studies which have been attended to by all who have been members of these Schools during this period,—1,847 have pursued the practice of writing Composition,—985 have attended to Declamation,—1,362 to History,—1,189 to Natural Philosophy and History,—217 to Chemistry,—47 to Astronomy,—685 to Algebra,—69 to Geometry,—170 to Book-Keeping,—43 to Rhetoric,—969 to Drawing,—85 to Languages, and 106 have pursued a course of studies in the Political Class Book.

There is, therefore, truth in the assertion made in the Report of 1839, that these Schools "would be better denoted by the name of Upper or High Schools," for they are equal to most of those which are termed High Schools in this Commonwealth; and we are gratified in being able to state as an evi-

dence of their efficiency, that of the number who have graduated from them during the past eight years, (from 1840,) upwards of 50 have become Teachers; most of them having enjoyed no other instruction than that furnished to them in the Public Schools of Charlestown. Many of these persons are now engaged in teaching, and some of them have been called from the care of our Schools by offers of a higher salary than we are paying our Teachers, to fill responsible positions as Teachers in Boston, Cambridge, Medford, Somerville, Lexington, and other neighboring towns;—others are engaged in teaching beyond the limits of this Commonwealth.

With such facts before us, we cannot but feel, that our citizens have cause to be proud of what their Public Schools have accomplished, and that such results will encourage them to continued efforts to sustain these Schools, and to provide for the more thorough education of the young in the higher branches of study, than have yet been attained to in our Public Schools; and for furnishing them the means of acquiring a knowledge of the ancient and modern languages, and the higher branches of mathematics and science.

The City Government, by the erection of a Building for a High School, have taken one step towards securing to the young these advantages; and if, after the experiment has been fairly tried, it should prove successful, (as we have no doubt it will, if judiciously managed,) the citizens of Charlestown will congratulate themselves, that they have in their midst an Institution which furnishes, if rightfully improved, a thorough and complete education to the children of all classes of our citizens who will avail themselves of its privileges.

The establishing of a High School in Charlestown, is a subject that has long occupied the thoughts and interests of its citizens. In 1831, the subject was referred to the "Trustees of the Schools, who reported the cost of its establishment, and after a discussion of the matter in Town Meeting, it was indefinitely postponed." Again in 1836, the subject having been committed to the Trustees of the Schools to report upon the same, they say, "the present state of public education in this Town has nearly approximated to all we could hope or wish; but if the Town see fit to add another School for the instruction of youth in the higher branches of knowledge, and thereby enable them to take a more exalted part in the duties of life, then indeed our system and means of instruction would be complete."

The subject was then referred to the Trustees again, with instructions; and at a meeting of the citizens in November 1836, they reported, "that after a full consideration of the subject," and the fact, that "instruction in the higher branches" is provided for in "one of our present excellent free schools, it is inexpedient and unadvisable for the present, to provide for the establishment of an additional School." This report was not accepted, but the matter was again referred to the Trustees, with instructions to report at the next March meeting; when, on the sixth of March, 1837, a report was made in favor of establishing a High School, "furnished with suitable apparatus, &c., for the pursuit of the higher branches of English study;"—which report, after being read, was referred to the next annual meeting in the month of March, at which time, this subject does not appear to have been acted upon by the citizens, nor do

the Trustees make any reference to it in their printed report of May 7th, 1838.

In the report of the Trustees of Schools, made in April, 1839, to which allusion has already been made, it is recommended that another School be established in addition to the three "Upper or High Schools," viz. the Winthrop, Harvard and Bunker Hill, in which the "pupils receive a thorough instruction in all the common and higher branches of English study," this recommendation was carried out in the erection of a building in 1840, now known as the Warren School. Our citizens are well aware, that the City Government, have, during the past year, been making permanent arrangements for the establishment of a higher School in Charlestown, than any which has heretofore existed.

The design of this High School, is not to make our Grammar Schools any less elevated in their character, than they have heretofore been ; such a result could not but be a source of regret to all who have at heart the usefulness and prosperity of our schools. The standard of admission to the High School, should be placed high, and should be rigidly adhered to ; — not only for its own well-being and usefulness, but for the good of our Grammar Schools, that they may preserve their present high standing and continue to be instruments of good to those, whose circumstances in life make it necessary for them to withdraw from School at nearly the age when they become qualified for admission to the High School, or for those who may never be able to attain to the standard of admission to this School. There need not be any conflict of interest or usefulness between these two classes of our Schools. If the character of our High School is one of superior rank, and ad-

mission to it is made a motive to exertion with the pupils of our Grammar Schools, its effect in stimulating them to powerful effort, cannot but have an important influence on these Schools, and greatly aid the teacher in his labors to qualify his pupils for promotion to the higher School; — a result, in which his interest as well as that of his pupils, is at stake. The examination of candidates for admission to the Upper School, will, and always should be, free from all partiality, and be made to depend, not upon what the pupil may be able to do, but upon what he has already done — upon the state of his knowledge. This will depend somewhat upon the ability and industry of the pupil, and as scholars are more or less faithful to the opportunities afforded them, under an able and efficient teacher, (and the general result of an examination may to some degree become evidence of the ability of the teacher) the time will be more or less protracted, of their making the preparation required for admission to the High School. Having reached the point of his present ambition, the pupil is now to be carried forward in a more comprehensive and thorough knowledge of some of the studies which he has been pursuing, among which, are the English language, Writing, History, Algebra, Drawing, Music and Geometry, with their applications, and with such of the following studies as the School Committee may hereafter determine, viz: —

Mathematics, — Natural Philosophy, Natural History, — Chemistry, — Astronomy, — Surveying, — Drafting, — Navigation, — Mental and Moral Science, — Natural Theology, — Physiology, — Political Economy, — the Constitution of the United States, and the Latin, Greek and French languages. The studies to be modified according to the sex and ad-

vancement, and, in some degree, the future destination of the pupils. To every young man, should be given a thorough English education, with high moral principles, preparing him for the pursuit of Agriculture, Trade, Manufactures, Commerce, or the Mechanic Arts, and for College, if it may be desirable or advisable :—and to every young woman, the cultivation of an elevated and well disciplined mind, high moral aims, practical views of the duties and obligations of life, and a knowledge of those resources of purity of thought, manners and conversation, which stamp with beauty every station in life, and make true virtue, not only valuable to its possessor, but an object of loveliness wherever it is found.

Scholars may be formed by books alone ; but yet, it is desirable to give them some practical knowledge also, and to this end, a suitable supply of apparatus for illustrating the study in Mathematics, Natural Philosophy, Chemistry, Astronomy, &c., should be furnished to every high school. A small appropriation annually, for the above object, would, in a few years, secure to our school this desirable end, and would not be felt in the aggregate expense of supporting the school.

RE-ORGANIZATION OF THE GRAMMAR SCHOOLS.

The establishing of the High School, together with the change made in the location of the Grammar School House in Ward 2, and the rebuilding of that in Ward 1, renders it necessary that an alteration be made in the limits of the School districts.

In view of this fact, the Committee have devoted much time and thought to the subject of re-organizing the Grammar Schools. They are aware of the

importance of this measure, and while they have availed themselves of the opinions of many whose practical knowledge of school organization is worthy of much consideration, they have not been unmindful of the opinions and wishes of the large class of our own citizens, who feel deeply interested in all matters connected with the educational interests of their children, and the prosperity and usefulness of our public schools. No subject of equal magnitude has been presented to the consideration of this Board, and there is none upon which they have bestowed so much careful investigation.

Their conclusions have been deliberately formed, and with a full conviction that if parents generally will second the measures decided upon by the Committee, these schools will be placed in a higher sphere of usefulness to the children, of both sexes, than they have heretofore sustained.

We have in Charlestown, nearly all the varieties of school organization; — the Primary Schools, for children of both sexes, — a Grammar School, with children of both sexes in the same room and under the same teacher, — a school for both sexes, (double headed) each sex occupying separate rooms, and alternating from one room to the other each half day; — one school for boys only, and one for girls only, (both double headed) and alternating from one room to the other, in the same building each half day. That there has been an opportunity for witnessing the operation, and contrasting the results of these several systems of organization, no one will deny; — their different merits have been fully discussed in the Committee, — their claims upon the confidence and support of our citizens have been considered — the intellectual and moral influence

exerted by them upon the young has received that careful deliberation which the importance of the subject appeared to demand; and in view of all the facts, as presented to your Committee, they have been irresistibly led to the conclusion, that our schools should be organized as distinct and separate schools, each embracing the children of both sexes, and under the charge of one Principal teacher, one sub-master, and two female assistants.

The separate school system for each of the sexes appears to be entirely at war with the whole social organization of society. Where is the separation of the sexes tolerated, except in some of the Public or Private schools?

We do not find it in the organization of Sunday schools or Primary schools. In all social gatherings of the young, whether in the domestic circle, in parties of pleasure, or in rural and other excursions, it is desired and expected that both sexes will be brought together to participate in, and add to the enjoyments of the occasion. The same practice is almost invariably pursued by young ladies and gentlemen, and by adults, in all their social gatherings; under all circumstances, and in all conditions of civilized life, female influence is recognized, and its power to refine and soften the feelings of man and promote his welfare and happiness, is acknowledged.

Shall, then, our schools be the only places where this influence is to be excluded, and school days, the happiest in human existence, be marked as the only period in life, at which the bringing together of the sexes, can have no agency in purifying and elevating the character and condition of the social compact? Besides, by the proposed arrangement of our schools, the children of one family will be brought together

in the same room, and under the influence and instruction of one set of teachers, thereby avoiding the embarrassments, perplexities and adverse influences to which both scholars and teachers are often subjected in double-headed schools.

Our schools are occasionally subjected to a change of teachers, and when this occurs, it requires much time for the new teacher to become familiar with his pupils, their temperament, habits, dispositions, and the best mode of governing them. This labor is at best, a very arduous one, and is made doubly so, under the double-headed system of organization, where the teacher is brought in contact with twice the number of children; yet he has but half the time to bestow upon this work that would be allowed him under the system of separate or single school organization, and as the pupils now alternate each half day, the influence exerted upon them one half of the day, in one room, may be in part or entirely counteracted the next half day in the other room; therefore, the labor is again to be gone over, and success in carrying out his purposes and plans for a well regulated school, must be much protracted, and with his best directed efforts, never perhaps fully realized.

The Bunker Hill School House, and the new School Houses on Bunker Hill street and on Harvard street, are constructed with separate entrances, clothes rooms and yards, for the accommodation of both sexes, and are provided with suitable recitation rooms.

These conveniences are yet to be furnished for the Warren School, and when they are provided for this School, there will be a uniformity in the construction and general arrangement of all our Grammar School Houses.

The importance of furnishing recitation rooms for the Warren School, has been urged by former Boards, and your Committee have now instructed a Sub-Committee from their number, to ascertain the cost of supplying this want for the above school, and for providing an additional stairway in the present porch of the building, to admit of separate entrances for both sexes to the school room in the second story.

They have farther instructed this Sub-Committee to apply to the City Council for an appropriation to defray the expense thereof.

In view of the positions herein taken, and with a desire to secure greater perfection and uniformity in our school system, the School Committee have decided, that when the Winthrop and Harvard School Houses shall be completed, they shall be occupied by four distinct schools, each school to be composed of children of both sexes ; and when recitation rooms and an additional stairway are provided at the Warren School House, it shall be occupied by two distinct schools, each to be composed of children of both sexes ; the Bunker Hill School has long been organized and successfully conducted upon this plan.

The number of scholars in all our schools, is quite too large for the force employed in teaching them. Teachers cannot do full justice to their pupils, especially in the Grammar Schools, where the variety of studies is more numerous and difficult. While these schools contain so large a number of scholars, it is absolutely essential to their welfare and success, that additional assistance be furnished to all the Grammar Schools, by the appointment of a sub-master to each of them.

There being two recitation rooms in each story of all the Grammar Schools except the Warren, the

assistant teachers will be able to attend to all the recitations of their classes in these, while the principal and sub-master can, at the same time, be conducting their recitations in the main room; and by the sub-master at such times, having the general care and oversight of the room, the principal could be relieved from this duty while engaged with the upper classes in giving illustrations or explanations, upon the studies which these classes have been pursuing. The system of monitors, also, which now, at such times, is indispensable, (a system attended with many evils wherever practiced,) could be entirely avoided; a point which it will be difficult to effect with the present arrangement of our Schools, and the large number which, under the present construction of our School Houses, must necessarily be enrolled upon their lists.

The salary of a competent, faithful, and efficient sub-Master, will not exceed seven hundred dollars per annum, a sum of money which, in promoting the welfare of our Schools, would be profitably expended.

This arrangement will also give the Principal Teacher an opportunity of knowing the character and proficiency of all the Scholars of his School, and of suggesting to his Assistants a remedy for any defects which, upon an examination of their classes, he may find to exist; thus adding to the usefulness and prosperity of our Grammar Schools. Our Schools will, therefore, in carrying out the plan now fixed upon for their organization, contain one Principal Teacher, one sub-Master, and two female Assistant Teachers, to each School.

These Schools, together with the High School, when organized, will meet the wants of the City for such a class of Schools for several years.

It will be seen by reference to the abstracts of the

Massachusetts School Returns, for several years past, that Charlestown stands high in the graduated scale, which represents the amount of appropriations made by the Towns in this Commonwealth for the support of Public Schools. Although the sum to each child between the ages of four and sixteen years, for the School years ending in April, 1847, and February, 1848—may be found to fall a little below the amount for the several years immediately preceding these; yet, this is no evidence of a want of interest among our citizens for the cause of popular education. They are ever anxious that the Schools of Charlestown shall afford to the young equal opportunities, to those enjoyed by the children of any other Town or City in the Commonwealth, and are always ready and willing to be liberally taxed for this object. We doubt not that every resident in this City feels a desire, that the prosperity of its Free Schools shall keep pace with the accumulating wealth of its citizens, its rapidly increasing business prospects, and the growth of its population. They well know how much the peaceable enjoyment of the comforts which prosperity affords, depends upon the moral and social obligations which bind a community together, and the mighty influence which knowledge has in promoting the general welfare of society, and the brightest hopes of mankind. Therefore, they look with pride to their Public Schools, and strive to make them instrumental in disseminating knowledge through every rank and condition of life; thereby imparting to all classes a better understanding of the sources of true interest and happiness;—leading all to a more just appreciation and a more faithful discharge of every civil, social, and domestic duty.

SCHOOL COMMITTEE.—TRUSTEES OF CHARLESTOWN FREE SCHOOLS, TRUST FUND, &c.

In the 11th section of the Charter of the city of Charlestown, after prescribing the manner of electing, and fixing the number of the School Committee, it says: "The persons thus chosen shall constitute the School Committee, and have the care and superintendence of the Public Schools."

The Statutes of the Commonwealth provide, that every town shall hold an annual meeting in the month of March or April, and that the inhabitants of every Town or City, shall, at their annual meeting, choose by written ballot, a School Committee, who shall have the general charge and superintendence of all the public schools in such town or city.

The Statutes provide, that the School Committee shall determine the number and qualifications of the Scholars to be admitted into the Schools kept for the use of the whole Town, and said School Committee *shall* direct what books shall be used in the several Schools, and *may* direct what books shall be used in the respective classes;—and the scholars shall be supplied by their parents, masters or guardians, with the books prescribed for their classes. It says further, that in case any scholar shall not be furnished by his parent, master or guardian, with the requisite books, he shall be supplied by the School Committee at the expense of the Town, and the School Committee shall give to the Assessors of the Town the names of the scholars so supplied with books, and they shall tax the parent, master, or guardian of such scholars for the same, and the amount shall be collected in the same manner as the town taxes.

The 11th Section of the City Charter, further provides, that the persons chosen as the School Committee, shall have "all the powers and privileges and

be subject to all the liabilities set forth in an act passed by the Legislature of Massachusetts, in the year of our Lord one thousand eight hundred and ninety-three, entitled ‘An act to incorporate certain persons by the name of the Trustees of Charlestown Free Schools,’ and all acts in addition thereto.” By this act, the Trustees are made the “Visitors, Trustees and Governors of the Schools,” and “have power to make and ordain such laws, rules and orders for the good government of said Schools, as to them the Trustees, Governors and Visitors and their successors, shall from time to time seem most fit and requisite; all which shall be observed by the officers and scholars of said Schools, upon the penalties therein contained.”

“Said rules, laws and orders not to be inconsistent with the laws of the Commonwealth.”

It will be seen by the above, that the act incorporating the “Trustees, &c.,” — does not give to them the powers which are generally given to the Trustees of Academies and other Schools not supported by public authority and at public expense; but such as by the general laws of the Commonwealth, are given to the School Committees of each town, over the Schools of their respective towns.

By the preamble of the act of March 27th, 1793, creating the Corporation of the Trustees of the Charlestown Free Schools, the object appears to have been, a more convenient administration of certain real and personal property that had been bequeathed to the town for the use of the Public Schools, “and prevent it from being indiscriminately mixed with other property or funds of the town, and so lost to the specific use for which it was given.” Traditionary account says also, that there *was* an expectation, that other funds would be given, if there

should be an assurance that they would be kept sacred for the above object.

The object of the Charter, then, appears to have been, to provide Trustees for these funds, which were trust property; and it "was thought most appropriate at that time, to make the persons whom the town should yearly elect to the care of its Schools, the Trustees of such funds;" they and their successors, were, therefore, designated by the corporate name of "The Trustees of Charlestown Free Schools," and clothed with all the usual powers and liabilities of similar corporations, for all purposes connected with the care and administration of the aforesaid trust funds;— but in all other respects, their powers were only such, as under the general laws of the Commonwealth, are given to School Committees.

It was doubtless "intended by this Charter, to keep the gifts of public spirited citizens, made for uses, which, compared with the ordinary expenditures of the Town for streets, drains, and the like, may well be called sacred, from falling into the general Treasury, to be drawn out and expended for ordinary purposes," when a momentary or imaginary want, urged at a Town Meeting, should prove stronger than a strict regard for the intention of the donors.

In 1842, the Trustees' funds consisted of 35 shares of the Union Bank Stock, a town note for \$1,200, for money loaned the town, and a town note for \$600. All these funds were productive, though the income from them was united with the appropriations of the town, and from the whole sum, all the expenses of the schools were paid; the practice at that time being, for the treasurer of the trustees to draw money from the town treasury, and pay all school bills. The trustees, in 1842, sold the Union Bank stock, collected the town note of \$1,200, and the interest

due on the same, also one year's interest on the town note of \$600. These sums, together with the amount of Dea. Thomas Miller's legacy, with the interest on the same,—the whole amounting to \$4,913.67,—were invested in the Bow Street school house and land; for which, no rent or interest has been received since this large portion of the trust property was so expended,—the trustees having no income from the property, except the interest on the town note for \$600, which is regularly received.

Thus, as to the bulk of the trust funds, the very thing which was sought by the act of 1793 to be guarded against, has come upon us.

We see no reason why the city should not give to the School Committee a note, on interest, for the amount invested in the Bow Street school house estate, and receive from the committee a conveyance of this property; thus restoring to the trustees the amount of the trust funds, which would give to them an annual income of about \$300, which sum "could be usefully expended by the School Committee," as the trustees of these funds, for the legitimate purposes for which it is supposed the funds were originally bestowed.

The fact that only the income of these funds was to be expended for the benefit of the schools, shows that they were not intended to relieve the citizens from taxation for the support of schools. "They were given for the improvement, and not the support of schools, not for the purpose of building school houses, or purchasing fuel, or paying salaries, but as a fund in the hands of the School Committee, to be expended in their discretion, in the purchase of books for libraries, for maps, apparatus," &c.; or for "some convenience or ornament to make the school room more attractive" or useful to the children; for

which purposes, many are not willing to appropriate money, and yet would delight to see, and to feel that their children could enjoy as a gift. What feelings of "grateful remembrance towards some venerable father of the town, or friend of education, may be awakened in the young, by the daily enjoyment of some such luxury. No man will be thanked for paying the taxes of posterity, but let him leave a fund, the income of which shall be expended in furnishing some convenience, accomplishment, or improvement, above the ordinary means afforded by the town, and successive generations will rise up and call him blessed."

SCHOOL BOOKS, &c.

The 19th Section of the 23d Chapter of the Revised Statutes, provides, "That the School Committees of each town *may* provide, at the expense of the town, or otherwise, a sufficient supply of such class-books for all the schools aforesaid, and shall give notice of the place, where such books may be obtained; and the books shall be supplied to the scholars at such prices as merely to reimburse the expense of the same."

The subject of supplying the children of our public schools with books and stationery, after the plan suggested by the above statute, has been before the committee for some time, and they are endeavoring to make an arrangement, by which school books shall be furnished to the pupils, at "such prices as merely to reimburse the expense of the same." If the committee can fix upon some plan, by which books of an uniform quality shall be provided at some central location in this city, where all can readily obtain them, they are of opinion that the

cost of the same may be made such as to become an inducement to all, to supply themselves with school-books and stationery in this manner, rather than in the way in which they have ordinarily been provided for the children of our schools. Due notice will be given when these arrangements for the supply of books shall have been completed, and whether the same are to be furnished at the expense of the city, or be paid for by individuals on their receiving them.

TEACHERS' SALARIES, &c.

The School Committee have had under consideration the salaries paid to our Teachers, and after fully deliberating upon this subject, they have decided, that in justice to them and the interests of our Schools, we should be warranted in making an addition to the amount which has heretofore been paid to them ; — therefore, they have fixed the salaries of the Masters in the Grammar Schools at \$1,000 per year, each, and all the Primary School Teachers and Assistants in the Grammar Schools at \$250 each, per year ; — this arrangement to take effect on the 16th day of the present month.

Charlestown is nearly encircled by cities, in some of which, higher salaries are paid to both male and female Teachers than we pay, and while this City is no less prosperous than her sister cities, and has as deeply at heart the cause of public education, she must, if from no higher motive than self-defence, fix the rate of compensation for her School Teachers at something near the rate paid in other cities and large towns in her immediate vicinity. The number of Teachers who have been taken from our Schools during the past year, has fully proved to your Board the fact, that soon after Teachers have established a

reputation in our Schools, and have become efficient in the positions they have been called to fill, they are taken from them by offers of a higher salary than they receive with us, — a powerful inducement to every one, whose merits will commend them to the notice of those in pursuit of competent, experienced, and successful Teachers.

The establishing of several new Primary Schools, will be indispensable during the coming year. Arrangements should be immediately made for the organizing of one or more, in the eastern section of the city, where some of this class of schools are so full that the scholars, at times, cannot be seated. There is also a want felt in the western part of the city for a new Primary School. The citizens in that section have already petitioned the School Committee upon this subject, and they have submitted the matter to the City Council, asking of them a suitable building for the purposes of such a school. It is understood that a lot of land has been secured for this object.

The prosperity of our Free Schools, is of vital importance to the public good, and these noble institutions, which have come down to us as a heritage from the wisdom and patriotism of worthy and honored ancestors, should be cherished, improved and perpetuated, for the general welfare of society, and for the advancement of mankind in all that is elevating and noble in his nature.

HENRY K. FROTHINGHAM, *Chairman.*

In School Committee, Feb. 23, 1848.

Voted, That the foregoing Report be accepted by this Board.

Voted, That twenty-five hundred copies be printed and distributed to the citizens.

GEO. FARRAR, *Secretary.*

CHARLESTOWN FREE SCHOOLS.

City of Charlestown,

18

M

Teacher of the

School,

The Bearer, _____ is hereby admitted to the privilege of the School under your charge.

Member of the School Comm.

Charlestown,

183

Mr.

You will admit to the privileges of the School under your instruction

Trustee.

